

# Introduction to Sociology

SOC& 101, Fall 2009

(previously SOC 110)

8:30-9:20 Daily, C-164



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Office Hours: 12:30-1:30 daily  
and by appointment

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## Course Introduction:

Welcome to Introduction to Sociology! This course is a broad introduction to the field of Sociology. Throughout this class, we will become acquainted with basic sociological concepts/perspectives and examine the importance of racial/ethnic, class, gendered, and sexual identities. Through lecture, discussion, film, readings, and other media, we will explore the many complexities of our social world. The aim of this course is for us to begin analyzing everyday occurrences and things we often taken for granted. We will question the way things work, challenge why things work the way they do, and critically think about who we are within (and how do we connect with others within) the world around us. As we all come to the course with strong ideas and beliefs about the world in which we live, the subject matter in this course is personally as well as intellectually engaging. Sometimes what you will learn might be shocking, surprising, or even make you angry. Hopefully, you will learn from each experience and take these lessons with you in your future endeavors.

## Required Texts:

1. *Mapping the Social Landscape: Readings in Sociology*, 5<sup>th</sup> edition. Susan Ferguson. New York: McGraw-Hill (2008).
2. Additional articles or handouts are posted on the course website ([My BC](#) – under “shared documents”) or distributed in class.

## Learning Atmosphere:

I believe that students learn best when they are actively involved in the teaching and learning process. Thus, this is an active and interactive course where you will often learn by doing. You are expected to observe the world, read, write, discuss, and participate. I think of our class as a

collaborative learning community where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you’ll enjoy it and learn a lot in the process.

*A note about course content:* Since sociologists examine just about every aspect of the social world, we will sometimes talk about provocative material in class. Please be advised that when we explore controversial topics, they will be framed in an academic context. Topics run the gamut in sociology and at times there may be material that makes people uncomfortable. Keep in mind that when we find ourselves in a space outside of our comfort zone, it’s an opportunity for learning. You may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. You are free to leave the room at any time, but please know you will be responsible for any course material you may have missed while you were gone. Also, profanity exists in our social world and thus will be used throughout this course - so please be advised. If you have any questions or concerns about course content or climate, don’t hesitate to let me know.

## **Learning and Course Outcomes:**

After participating, discussing, and completing this course, a successful student will demonstrate:

1. A general understanding of basic concepts most widely used in sociology today.
2. A critical idea of society and community, including where in your social landscape you live, and how you observe those around you.
3. A general knowledge and comprehension of how social, political, and cultural forms of power are played out, and how some folks perceive those experiences.
4. A general understanding of the representation and identity construction of various groups in historical and contemporary analyses of culture in the US.
5. Identify the ways in which culture and social institutions (such as education, economy, media, family) shape our everyday experiences
6. Explain social constructionism and how life experiences and opportunities differ according to race, class, gender, and sexuality
7. Become culturally relative and think outside of personal ethnocentrism or other biases.

## **General Education Outcomes**

This course’s General Education ratings are: 3 in Critical Thinking, 2 in Reading, 2 in Ethics, 2 in Historical and Intellectual Perspectives, and 3 in Cultural Diversity.

## **General Course Rules and Expectations:**

- **Attendance:** Attend all class meetings and come to class on time. Your presence in class contributes significantly toward your final grade in the course as I cover a lot of material in class that cannot be found in the readings. More than three unexcused absences or late attendances will lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor’s visits, family emergencies, and sometimes work-related issues. If you miss class, please connect with your colleagues to find out what you missed. I highly recommend that you get the

names and contact information of one or two of your classmates so you can contact them for any assignments or notes you may have missed while absent.

- **Preparation:** You should come to class having done all the assigned reading and homework and you should always bring the proper supplies with you daily, including your textbook. Note that the BC guideline for homework is two hours outside of class for each hour spent in class.
- **Assignments:** All assignments are due at the start of the class period. Assignments, papers, homework, or exams must be typed, printed out, stapled, and handed in at the beginning of class. Emailed assignments are not accepted. If you know you are going to be absent on the day an assignment is due, then turn it in early. All major due dates are indicated on the attached Course Calendar. Please see the writing guidelines for the format of submitting all written assignments.
- **Late Work:** I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, **no late work will be accepted** unless you have had it approved by me BEFORE the due date. Late work will receive a zero grade.
- **Contribution:** Learning about each other's experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. Therefore, you are expected to be an active participant in our learning environment. An active participant can include contributing to discussions, but can also mean getting to class on time, taking notes, listening to your peers, and coming to class prepared. You should do your best to contribute to class discussions and activities.
- **Classroom Etiquette:** All electronic devices are prohibited in the classroom at all times. This includes cell phones, blackberries, laptops, i-pods/mp3 players, etc. If you need a laptop to take notes, I will need verification. All texting devices should be placed in your bag for the duration of the class. Please note that that texting, excessive talking, or other disruptive behavior is not only disrespectful to me, it is also disrespectful to the people around you. Your participation grade will be affected and lowered by these types of behaviors.
- **Respect:** I expect that your behavior in class be respectful. Learning about diverse experiences is central to this course, so it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. In order for us to learn from each other, we have to allow each other to make mistakes and to offer unpopular positions for debate. This is a college classroom and as such, I expect students to behave as adults. I do not tolerate excessive talking or whispering, consistent late arrivals, or early departures. *Students who are disrespectful to their classmates or the instructor will be asked to leave class and will be marked absent until arrangements are made with the instructor to return to class and will result in your participation credit lowering.*
- **Honesty:** Plagiarism or cheating of any kind will result in a failing grade for the course and a report to Student Affairs. No excuses will be taken into account. Your work must be your own, except when asked to work with other students. Furthermore, you are required to acknowledge in your papers if you borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. See the BC handbook on academic dishonesty for further details and if you are at any time unclear about what constitutes plagiarism or cheating, please see me.

## Students with Disabilities:

All students are responsible for all requirements of the class, but the way they meet these requirements may vary. If you need specific academic accommodations due to a disability, please speak with me and with Disability Support Services (425)564-2498. You will need to obtain the appropriate documentation from DSS in room B233. The disability accommodation documentation must be given to me before it is needed rather than afterward, so that we can make appropriate arrangements.

## Grading:

Grades are based on five factors. (1) Participation and Discussion, (2) Daily Notecards on the Readings, (3) In-Class work/assignments or quizzes (4) Field work assignments, and (5) exams. Each of these elements is awarded a specific number of points:

Participation/Discussion	50 points
Daily Notecards on Readings (10 at 10 points/each)	100 points
In-Class Work Activities/Homework (10 at 10 points/each)	100 points
Field-Work Assignments (2 at 75 points/each)	150 points
Exams (2 at 100 points/each)	200 points
<b>TOTAL</b>	<b>600 points</b>

Grade	Points	Percentage
A	555-600	100-93%
A-	543-554	92-90%
B+	525-542	89-87%
B	501-524	86-83%
B-	477-500	82-80%
C+	465-476	79-77%
C	435-464	76-73%
C-	417-434	72-70%
D+	405-416	69-67%
D	357-404	66-60%
F	356 & Below	59% & Below

## Record Your Quarter Grades

Notecard #1 ___/10	Field Work #1 ___/75
Notecard #2 ___/10	Field Work #2 ___/75
Notecard #3 ___/10	
Notecard #4 ___/10	Exam #1 ___/100
Notecard #5 ___/10	Exam #2 ___/100
Notecard #6 ___/10	
Notecard #7 ___/10	Participation ___/50
Notecard #8 ___/10	
Notecard #9 ___/10	Days Absent:
Notecard #10 ___/10	
In-Class #1 ___/10	
In-Class #2 ___/10	
In-Class #3 ___/10	
In-Class #4 ___/10	
In-Class #5 ___/10	
In-Class #6 ___/10	
In-Class #7 ___/10	
In-Class #8 ___/10	
In-Class #9 ___/10	
In-Class #10 ___/10	

## Description of the 5 Grading Components:

### 1. Participation/Discussion: (50/600 points)

Participation is essential to the format of this class and will therefore contribute significantly toward your grade. In short, your success in this class depends on your active participation. Participation includes attendance, getting to class on time, class discussions, and group work. Disruptive behavior, excessive talking, texting while in class, or other interruptions will lower this portion of your grade. See the *General Course Rules and Expectations* for details about what is considered disruptive behavior. Do not take this portion of your grade lightly!

### 2. Daily Notecards on the Readings: (100/600 points)

For each day that a reading is assigned, you will need to submit a notecard about the readings for that day. If there are multiple readings, you must write on all readings assigned on a given day. At the beginning of each class period, I will collect your 3x5 notecard. Notecards must be turned in at the start of class at 8:30 – late notecards will not be accepted and **I will not accept notecards submitted at the end of the class period.** The purpose of these cards is to help you keep up with the readings as well as help facilitate a more informed discussion for that day's class period. I will collect the cards every day in order to keep track of your attendance, although they won't always be graded. *So if you are in class, but have not done the reading, turn in a notecard with your name on it so I can mark you as present for that day.* Ten times during the quarter, however, I will announce at the beginning of class that "your notecards will be graded today." For those graded notecards, you will receive a score of between 0 and 10. Notecards must follow a particular format, as described below, and must include your name, date, title of the article and author, 3-5 sentences providing the thesis of the article, and any definitions or key terms that is discussed in the reading. You can use your notecards to help you on your exams - so spending some time now defining key terms and naming the thesis of the articles will help you when the exam comes. The guidelines for submitting your notecards are as follows:

NAME		DATE
	TITLE OF ARTICLE & AUTHOR	
	THESIS OF ARTICLE – 3-5 Sentences describing what the main argument of the article is	

List/Define any Key terms  
discussed in the article

**3. In-Class Work/Assignments or Quizzes: (100/600 points)**

Over the course of the quarter, you will be asked a total of 10 times to submit work that you have completed during the class session. These in-class activities can occur either individually or in a group. **They will be randomly delivered and *cannot be made up*.** Usually, they will consist of a short piece of writing/reflection or response to something we have read or an application of terms/material covered in readings. If I notice that folks are not reading, quizzes can take the place of the in-class assignments.

**4. Field Work Assignments: (150/600 points)**

There will be two field work assignments where you will actually be doing your own sociological research. This is not traditional library research; rather, you will go out into the world and collect data about topics provided. There will be various topics to choose from for these field expeditions. Topics and more details about this project will be distributed early in the quarter. The first field work assignment is due Thursday, October 8<sup>th</sup> and the second assignment is due Monday, November 16<sup>th</sup>.

**5. Exams: (200/600 points)**

Over the course of the quarter, you will take two exams that integrate the course's in-class activities (lectures, films, etc.) and readings. Exams are designed to make sure you understand important course concepts and themes. Exams might include multiple choice, true/false, short answer, and essay questions. Please note that you cannot make up missed exams. The first exam is on Wednesday, October 21<sup>st</sup> and the second exam will be on Wednesday, December 9<sup>th</sup> during our scheduled exam time, 7:30 – 9:20, so please plan ahead.

**PLEASE NOTE THAT IF YOU HAVE ANY QUESTIONS, COSIDERATIONS, OR COMPLAINTS ABOUT A GRADE YOU RECEIVED, I ASK YOU TO TAKE 24 HOURS TO REEXAMINE THE ANSWERS OR THE WRITING THAT YOU SUBMITTED AND THEN COME AND TALK WITH ME.**

**\*\* General Guidelines for All Written Work \*\***

All papers or written work should be typed, in Times New Roman, 12 point font, double-spaced with 1" margins on all sides, and stapled. Assignments are due at the beginning of class – promptly at 8:30 a.m. – no late work will be accepted. Late papers or assignments will receive a zero. No emailed assignments will be accepted. Your work must be cited in MLA style and you must always give proper credit to the texts from which you draw and formulate your ideas. Title

pages and bibliographies are not counted toward the minimum page requirements. Student information (name, assignment title, class) is single-spaced, at the top left-hand side of the page. Do not put extra spaces between paragraphs and paragraphs contain no less than four sentences. Magazines, newspapers, journals, and books are *italicized*. Movie titles, article titles, song titles, etc. are "in quotation marks." Quotes inside of a quotation use 'single quotation marks.' Papers should be written from an academic perspective – so no colloquial language please!

## **General Grading Guidelines for Written Work:**

**A Paper** - An A paper shows me you're engaged with the readings, the media, and the lectures in class. It's a paper free from grammar and spelling errors, and a paper that demonstrated your command not only of the English language, but of the form and flow of a solid piece of written work. Your arguments are solid and backed up with intellectual ammunition. You've demonstrated a strong understanding of our readings and the in-class materials and how they intersect with one another.

**B Paper** – The B tells me you're doing very good work. You may have a few grammar issues, but your paper is still tidy and the writing is still strong. You have a relatively firm grasp on the themes in the course but you may not be as well versed in the readings or materials as you could be. Your understandings of some of the course materials are stronger than others, but I would like to see you challenge yourself a bit more with the course issues and themes.

**C Paper** – The C paper means that you're not as invested in the class as I'd like to see. Your writing is relatively weaker than it could be and you're not thinking as critically as I'd like you to. Some of what you point out I may not follow logically, and your use of the course materials may not be as solid as it could be. You omit some of the important points raised in class.

**D Paper** – A D paper is not proofread and it does not deal critically with the themes in the course. It responds, perhaps, to one part of one of the readings but there is no integration of material or questions raised in class. The course materials are not presented clearly, or at all. I will work closely with each of you as much as time allows. Please note: a D paper or below may be resubmitted once during the quarter for a better grade.

## **Instructor Notes:**

If at any point throughout the quarter you are confused or unclear about the expectations of the course, course material, a grade you received, or any other matters, I strongly encourage you to come talk with me early. It is my goal that all students succeed in this course; but, I can only help you if you meet me half way. Furthermore, if you are having personal problems or other issues going on outside of school, please let me know. I recognize that we all have lives outside of school, and am very willing to work with students, but I can only do so if I know there is a problem.

## Syllabus

You are expected to have read the readings assigned for the current day by the time you arrive in class!

\*\*Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes. These will be announced in advance in class. \*\*

### Week 1

**Monday, September 21<sup>st</sup>: Introduction to the Course**

Go over syllabus; class introductions; beginning definitions



**Tuesday, September 22<sup>nd</sup>: Course Introductions: Getting to Know Your Peers**

Continue going over syllabus and introductions

**Wednesday, September 23<sup>rd</sup>: How do we Study the Social World?**

**In-Class Group Activity #1**

**Thursday, September 24<sup>th</sup>: What is Sociology? Starting with the Basics**

Readings: "Finding out how the Social World Works," by M. Schwalbe, pp. 32-42



**Friday, September 25<sup>th</sup>: Inconvenient Facts: Debunking Myths**

Readings: "Who's Afraid of Sociology," by Lisa McIntyre on course website

### Week 2

**Monday, September 28<sup>th</sup>: Introduction to Social Construction**

Readings: "What is Social Construction?" on course



website

**Tuesday, September 29<sup>th</sup>: Social Construction of Reality**

Readings: "The Culture of Fear," by Barry Glassner, pp.

62-68

**Wednesday September 30<sup>th</sup>: The Power of Labeling**



Readings: "On Being Sane in Insane Places," by D. Rosenhan, pp. 209-218



Thursday, October 1<sup>st</sup>: Subjectivity vs. Objectivity

Readings: "The Crack Attack," by C. Reinerman on course website

Friday, October 2<sup>nd</sup>: What is "Truth"?

In Class Group Activity



### Week 3

Monday, October 5<sup>th</sup>: No Class – College Issues Day



Tuesday, October 6<sup>th</sup>: Sociological Imagination

Readings: "The Promise," by C. Wright Mills, pp. 1-7

Wednesday, October 7<sup>th</sup>: The Sociological Imagination and Popular Culture

Readings: "It's not the Media," by K. Sternheimer, pp. 459-471

Thursday, October 8<sup>th</sup>: In-Class Group Activity

Field Work Assignment #1 Due

Friday, October 9<sup>th</sup>: Constructing Power

Readings: "Interpersonal Dynamics in a Simulated Prison," by C. Haney, pp. 43-52



### Week 4

Monday, October 12<sup>th</sup>: Group Social Structures and Power

Readings: "Peer Power," by P. Adler, pp. 155-168

Tuesday, October 13<sup>th</sup>: Stratification and Inequality

Readings: "Gang Business," by M. Jankowski, pp. 170-178



Wednesday, October 14<sup>th</sup>: The Matrix of Oppression

Readings: "Oppression," by M. Frye on course website  
In Class Activity

Thursday, October 15<sup>th</sup>: Cultures and Subcultures

Readings: "The New Tattoo Subculture," by A. Velliquette, pp. 70-81

Friday, October 16<sup>th</sup>: Media and American Pop Culture

Readings: "Media Unlimited," by T. Gitlin, pp. 441-450

## Week 5

Monday, October 19<sup>th</sup>: Ethnocentrism and Cultural Relativity

Readings: "Multiculturalism and the Melting Pot," on course website

Tuesday, October 20<sup>th</sup>: Wrap up and review for Exam #1

Wednesday, October 21<sup>st</sup>: Exam #1

Thursday, October 22<sup>nd</sup>: The Social Construction of Sex

Readings: "Making the Cut," on course website

Friday, October 23<sup>rd</sup>: Gender as Regulation

Readings: "Night to His Day," by J. Lorber, pp. 102-112



## Week 6

Monday, October 26<sup>th</sup>: Connecting Sex(ism) to Gender

Readings: "Gender as Structure," by B. Risman, pp. 306-314



Tuesday, October 27<sup>th</sup>: The Power of Patriarchy

Readings: "If Men could Menstruate," by G. Steinem on course website

"He Works, She Works," on course website



Wednesday, October 28<sup>th</sup>: Sexism in the Workplace

Readings: "Working at Bazooms," by M. Loe, pp. 342-358

"The Wage Gap," on course website

Thursday, October 29<sup>th</sup>: The Costs of Motherhood

Readings: "The Mommy Tax," by A. Crittenden, pp. 619-62

Friday, October 30<sup>th</sup>: White Privilege

Readings: "White Privilege: An Invisible Knapsack" by P.

McIntosh, on course website



## Week 7

Monday, November 2<sup>nd</sup>: Racial Prejudice, Discrimination, and Racism

Readings: "The New Racism," by E. Bonilla-Silva, pp. 359-372



Tuesday, November 3<sup>rd</sup>: Racism: Overt, Covert, and Everywhere In-Between

Readings: "Something about the Subject Makes it Hard to Name," by G. Yamato, on

course website

**Wednesday, November 4<sup>th</sup>: Historical Foundations and Consideration**

Readings: "Willie Lynch Letters," on course website

**Thursday, November 5<sup>th</sup>: Cultural Genocide through Assimilation**

Readings: "Civilize them with a Stick," by M. Crow Dog, pp. 571-578

**Friday, November 6<sup>th</sup>: Racial Formation in the U.S.**

Readings: "Beyond Black and White," by J. Lee, pp. 375-382



**Week 8**

**Monday, November 9<sup>th</sup>: The Social Construction of Race**

Readings: "Optional Ethnicities: For Whites Only," M. Waters, on course website

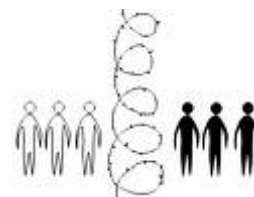
**Tuesday, November 10<sup>th</sup>: Racism Today**

Readings: "Racial Profiling: Walking While Black," on course website  
"Jena 6," on course website

**Wednesday, November 11<sup>th</sup>: No Class – Professional Development Day**

**Thursday, November 12<sup>th</sup>: The Impacts of Racism in Education**

Readings: "Still Separate, Still Unequal," by J. Kozol, pp. 578-594  
"Racial Bias and the SAT," on course website



**Friday, November 13<sup>th</sup>: Schools: Social Reproduction by Race and Class**

Readings: "Bad Boys: Public Schools and the Making of Black Masculinity," by A. Ferguson, pp. 595-603  
"Racial and Class Differences in Education," on course website

**Week 9**

**Monday, November 16<sup>th</sup>: In Class Activity – Socio-poly**

**Field Work Assignment #2 Due**

**Tuesday, November 17<sup>th</sup>: Class Stratification**

Readings: "Who Rules America?" by G. Domhoff, pp. 266-278



**Wednesday, November 18<sup>th</sup>: The Invisibility of Poverty**

Readings: "Media Magic: Making Class Invisible," by T. Gitlin, pp. 450-458

**Thursday, November 19<sup>th</sup>: Laboring on a Dime**



Readings: "Nickel and Dimed," by B. Ehrenreich, pp. 292-305

**Friday, November 20<sup>th</sup>: Welfare "Reform"**

Readings: "Defining Welfare," From the Department of Health and Human Services – *follow website link* -

<http://www.dhhs.gov/news/press/2002pres/welfare.html>

"Personal Responsibility and Work Opportunity Act," on course website

**Week 10**

**Monday, November 23<sup>rd</sup>: From Welfare to**

Readings: "U.S. Welfare Policy Brief," -

*link-*

<http://www.mdrc.org/publications/147/policybrief.html>



**Homelessness**  
*follow website*

**Tuesday, November 24<sup>th</sup>: The Rich get Richer ... The Poor Get Prison**

Readings: "The U.S. War on Drugs," on course website



**Wednesday, November 25<sup>th</sup>: No Class**

**Thursday, November 26<sup>th</sup>: No Class**

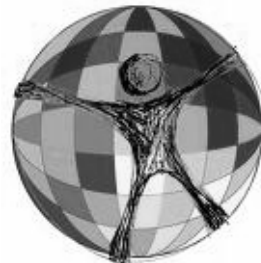
**Friday, November 27<sup>th</sup>: No Class**

**Week 11**

**Monday, November 30<sup>th</sup>: AIDS: Where it's At?**

**Tuesday, December 1<sup>st</sup>: AIDS: A Global Pandemic**

Readings: "Global HIV/AIDS Pandemic," on course website



**Wednesday, December 2<sup>nd</sup>: Global Progress through Social Movements**

Readings: "Globalization and Social Movements," by J. Brecher, pp. 680-694

**Thursday, December 3<sup>rd</sup>: Social Change and Revolutionary Action**

Readings: "What can we Do?" by Allan Johnson, pp. 697-708

**Friday, December 4<sup>th</sup>: Wrap up and Review for Final Exam**

**Week 12**

**Monday, December 7<sup>th</sup>: No Class**

**Tuesday, December 8<sup>th</sup>: No Class**



**Wednesday, December 9<sup>th</sup>: Exam #2**  
**(7:30-9:20 in C-164)**